

CHAPTER TWO LITERATURE REVIEW

2.1 Reports of Previous Studies

There are some similar kinds of literature with this study, but they focus on this research. First, the study was conducted by Sabar and Rahman (2011) at the International English School. The research was a descriptive qualitative study conducted Central Office of Briton International English School of Makassar located on Jl. Lasinrang. The method of obtaining the data was recording, interview with 7 informants, class observation, documentation, and literature study. The data were analyzed by using Miles dan Huberman interactive model. The research results reveal that the multimedia center in Briton International English School of Makassar has a role as a supporting facility for the syllabus of English learning process in Briton International English School of Makassar. It functions as a facility to access the Web (ELearning), as an interesting and attractive learning facility to the students since they are more closely related to information and communication technology of English learning process, and a facility for the students to get together have a discussion.

Second, the study was conducted by Alhumaid, Ali, Waheed, Zahid, Abes (2020) at the university level. The participants in the research were 30 university-level instructors from Rawalpindi, Pakistan. The study aims to examine the teachers' perceptions regarding online learning as a substitute for formal education. By using the Technology Acceptance Model (TAM) as the conceptual framework. The finding revealed a positive relationship between technology

acceptance and eLearning during Covid-19 in Pakistan. Overall, the respondents expressed a favorable opinion concerning e-Learning acceptance during the lockdown situation and its impacts on students' academic performance. This meant that utilize technology has been familiar for the instructor. Then, e-learning itself became a source of data. This was to determine how much students were using the platform, but also how they were interacting with other students and the platform itself.

Third, the study was conducted by Tanveer (2015) at the University College. Following the qualitative and quantitative research approaches, the study interviewed 8 English lecturers and administered a five-point Likert scale questionnaire with 46 learners. The qualitative data were analyzed using a coding system, and quantitative data were analyzed using a computer excel program to get the highest and lowest percentage of subjects' responses. The study tried to explore the perceptions of students and teachers regarding the use of e-learning pedagogical tools in a language classroom, the challenges they face, and some strategies to enhance the practical application of e-learning tools in classroom-based language teaching. The finding showed that both teachers and learners perceive that e-learning: helps students take ownership of their learning, provides diversification of activities, fosters intrinsic impetus of education, enables introverted students to interact better, permits acquiring valuable study and time management skills, allows teachers to have more student-centered form of learning, etc. So it means that overall, respondents are satisfied with e-learning, thus show it is effective as an active learning tool.

Next, from Asnawi (2018) at the university level. In measuring the usability of the google classroom application as e-learning using the use questionnaire, the results of the questionnaire were measured using a Likert scale. In this study usability measurements will be carried out to determine the level of usability of this application. Measurements were made using the USE Questionnaire tool by distributing questionnaires to respondents. From the measurement results, it can be concluded that the google classroom application used as e-learning in the study program has a poor usability value. From this study, the researcher refer the same aspect on Asnawi's Questionnaire through the interview in this study. The data on this interview aspect would be deliver descriptively.

Further from Cragg, Dunning, and Ellis (2008) to face-to-face and online courses. The objective of this research was to compare the quality and quantity of teacher and student interaction in an on-line versus face-to-face learning environment. A Master's level course on nursing theories was taught by the same professor by both methods. Transcripts of the face-to-face class and on-line postings were analyzed to identify professor behaviors and also to rate the levels of student responses using the Gunawardena, Lowe and Anderson (1997) Analysis Model for Social Construction of Knowledge. Categories of teacher behaviors were identified and frequencies calculated in each course. While numbers of interventions were different, the professor showed similar facilitation behaviors in both environments. Student participations were counted and rated using the five major phases of the model. While most student interactions reflected the lower levels of the model, some students in each delivery context demonstrated higher levels of knowledge construction. Students experiencing each

delivery method were successful in the course and mastered complex, abstract concepts. The teacher's interactions in the on-line course evolved to adopt the role of facilitator of discussion, de-emphasizing her role of content delivery. However, much of her time in the face-to-face context was spent on facilitating. In the facilitation role, she displayed similar behaviors in both learning environments. On-line, she continued to use many of the teaching and interaction approaches that had proven effective in the face-to-face environment. Despite the professor's concerns that it might be more difficult to work with distance students to facilitate comprehension of complex abstract concepts, most students were able to achieve higher levels of knowledge construction and thus meet the course requirements. It is challenging to help students master abstract conceptual material, however, they were able to do this equally effectively in both the on-line and face-to-face learning environments.

The last study is from Allan (2008) to the education program. A self-reported questionnaire was designed to examine teacher acceptance and attitude towards an online learning platform. Data collected from 152 in-service teachers who were studying in a part-time teacher education program in Hong Kong. This study tried to predict and understand teachers' technology use and acceptance; a well-defined framework is essential. The purpose of the present paper attempts to explore a model to understand teacher acceptance of e-learning technology. The Technology Acceptance Model (TAM) was used as the core framework for analysis while additional constructs were added in order to find a better model to understand teacher acceptance of e-learning technology. A composite model including five constructs, namely, intention to use, perceived

usefulness, perceived ease of use, subjective norm and computer self-efficacy, were formed and tested in the study. LISREL was used in the data analysis. It was found that subjective norm and computer self-efficacy serve as the two significant perception anchors of the fundamental constructs in TAM. However, contrary to previous literature, perceived ease of use became the sole determinant to the prediction of intention to use, while perceived usefulness was non-significant to the prediction of intention to use. Altogether, subjective norm, computer self-efficacy and perceived ease of use were able to explain 68% of the variance observed in users' choice to use the e-learning system. Implications for teacher education and teacher professional development are discussed.

With the previous study, this study has a distinct study design, setting, and participant. Most of the previous studies used qualitative research such as surveys, interview, observation. This performed in the second grade of senior high school, using a qualitative approach by performing observation and interview.

In this study, the researcher would like to find out utilizing e-learning and also find the advantage of using e-Learning to help teachers teach English at second grade of senior high school in this Pandemic-Covid 19. With two data collecting technique such as observation and interview which both of these instruments have correlation to found out the research questions.

2.2 Theoretical Framework

2.2.1 Learning Media

According to Briggs (1977), the distribution of information/learning materials such as books, movies, videos, and so on is a physical means of learning

media. Then, according to the National Education Association (1969), learning, including technology hardware, was revealed to be a form of communication media in print and heard from the point of view. The use of the media to strengthen teaching and learning complements conventional learning methods. Efficient teaching builds bridges between the expertise of the students and the course's learning goals. The use of media includes students, encourages the acquisition of information by students, motivates interest in the topic, and shows the importance of certain concepts. In almost any discipline, media can use to boost learning, both in class and for out-of-class assignments.

Research suggests that individuals learn abstract, modern, and novel concepts more readily (Salomon, 1979). Other empirical studies show that visual media make concepts more available to an individual than text media and assist with later recall (Cowen, 1984) because optical media helps students retain concepts and ideas. There are some advantages in using media for students, such as :

1. Popular media (films, music, YouTube) are a popular platform for learners that helps draw attention and sustain students' interest in the theories and concepts under discussion. students can see the ideas and principles in action. Theories and ideas jump from the computer in more than a figurative context.
2. By analyzing media using the theories and principles they are learning, students can hone their analytical abilities.
3. In the classroom, media helps students see ideas and new examples as they watch television, listen to music, or are with friends in the movies.

4. In particular, if the media is sharply different from their immediate setting, students will encounter worlds beyond their own.

Learning media that are commonly used can not be applied in this Pandemic Covid-19. As usual, teachers give explanations in front of the class using slides or even bring their tools if needed. Now, because everybody works at home, teachers can not bring their tools or explanations to their students. But anything that can stimulate the learning process for students, there is no question that all the media are important for learning (Miarso, Y. 1994). Online learning is a solution for this issue. Online learning makes classroom activity become easy in this Pandemic. The teacher can still deliver the material to the students, and it is accessible for students to learn.

In higher education, social media, online learning, and the use of technology are confused, especially in the light of words being interchangeable. For instance, while Dabbagh and Kitsantas (2011) discuss Personal Learning Environments, Manca and Ranieri (2013) write about social networking sites. When we write about online learning structures, we are talking about those online channels used in formal and informal settings (for lack of a better word). We are built primarily for education or social use. As a teacher, we must be ready for all cases that will happen in the future, including this issue. Redman and Rodrigues (2014) highlight that teacher educators need to develop their technical skills and expertise proactively and convey these skills to teachers in preservation services. To create similar qualities in potential teachers, they argue that teacher educators need to be 'educated, competent, and articulate individuals, who are multifaceted, versatile and highly skilled communicators' (p. 5). Redman and Rodrigues (2014) suggest

that teacher educators ought to be lifelong learners who can reflect and assess their practice to continue to refine their teaching skills while teacher educators teach the art of teaching.

2.2.2 English Language Skill

Language means a series of terms in sentences strung together, but each word has a distinct identity and meaning. Language is not random action but is systematic in which such instructions are recognized as having definitions prescribed.

The English Language has become an international language. Among countries, it acts as a lingua franca. Except in those countries where it is not a native language, it is spoken, taught, and understood. English plays a major role in many sectors, including medicine, engineering, education, advanced studies, industry, technology, banking, computer technology, tourism, etc. Language use is an occurrence that takes place within our community's confines. In a multitude of cases, we use Language. The meanings below will make sense of Language simpler:

- (1) A language is a system of arbitrary vocal symbols in which a social community works,' according to Block & Trager.
- (2) "Language is a way of expressing feelings," according to Allen.
- (3) In the view of O. Jespersen-"Language is a collection of human behaviors designed to express thoughts and emotions.
- (4) According to Webster, "Language is an audible, articulate human expression produced by the action of the tongue and adjacent vocal organs."

According to all these definitions, the writer can conclude that Language is used to give expression to thoughts and feelings of a social group. English is also a language that is used to communicate a social group's ideas and emotions. Except for Indians, it is a foreign language.

Essentially, Language is an ability. It is not a subject focused on the material, such as science, social sciences, commerce, mathematics, etc. that seeks to impart information and fill the human mind with knowledge. Since Language is a skill, it naturally falls under the domain of psychomotor. The ability to do anything well can be called a skill. Swimming, playing, etc., are talents that individuals do after gaining them. Knowing about these things is an intellectual practice (cognition), and it is an ability (action) to use or do them. Language is a dynamic ability that involves four sub-skills: speaking, writing, reading, and listening.

Speaking and writing are called productive abilities because a learner / user is active while using these abilities and produces sounds in speech and symbols (letters, etc.) in writing. For career success, speaking skills are necessary but certainly not confined to the professional interests of one. Speaking abilities can boost one's personal life as well. On the other hand, listening and reading are considered receptive abilities because a learner is usually passive here and receives information either through listening or reading.

Listening and reading are focused on an ongoing top-down relationship between top-down processes and bottom-up processes. In order to comprehend the details in the text, top-down processes prepare the listener or reader. Bottom-up processes guarantee that information can be decoded in real-time by the

listener or reader, i.e., when it is heard or read. Output is always more or less spontaneous and personal in speech and writing in the usual EFL classroom. Students are asked to talk about or write about themselves, their lives, friends, thoughts, etc, with very little preparation. This mimics conversations in real life and, to some degree, casual letters and e-mail writing in real life.

We need to accept the context before we can understand facts. For example, from a lecture space, we expect to hear different things in a restaurant or to read different things in a novel and a religious text. To trigger schemas, we may say that we use context and co-text clues (images, newspaper headlines, diagrams). The brain makes Language, discourse structures, and context awareness of the real world accessible to us, which help with bottom-up decoding. We begin to create speculations about the substance of the content, and we constantly anticipate the following word, the following expression, the following talk point, or the following open an incentive as we are tuning in or perusing. In the scholarly world, tuning in and perusing ordinarily have a profitable result – nitty gritty notes. Top-down processes empower audience members and pursuers to get a decent broad thought of what will be heard or perused in a book. Be that as it may, to get a nitty-gritty and exact comprehension, the content must be separated into significant units. On account of communicating in English, this implies having the option to transform the surge of discourse into real words, which implies knowing English's phonological code. With composed English, it is marginally simpler if your first Language has a comparative orthography to English, however it will keep on presenting issues for understudies whose L1 is Chinese or Arabic, for example.

2.2.3 E-Learning/Rumah Belajar

E-learning, or electronic learning, is a type of education where the medium of instruction is computer technology; in some instances, no in-person interaction occurs. E-learning has become a standard way to take classes for both school and work. Many institutions and corporations are reaping the benefits of online education (Bedord, 2007). In institutions, e-learning is used to attend a class where the students do not use traditional training methods because they study online (Bedord, 2007). In companies, the employer uses the network to deliver training courses to employees. Developed in the early nineties, e-learning has been used in conjunction with online and hybrid learning. One of the reasons for the success of e-learning is that people are being educated in the same way they are being entertained by using the Internet (Bedord, 2007). Adapting education to an entertainment format has been essential to the success of many students in Virtual Learning Environments (VLE). E-learning has made great strides since the nineties. Many degree programs have been developed to be obtained solely online.

Some programs require students to attend a few days or a week per year to maintain a residency. The use of multimedia such as video, PowerPoint slides, and online chats has improved the communication between the teacher and students. The ability of students to learn at their own pace in their environments has improved the quality of education the students receive (Kramer, 2001). Online and e-programs create opportunities for professionals to have access to education through the development of communities (Kamenetz, 2009). These communities

of students do not exist in the traditional sense, interacting with classmates through weekly face-to-face class meetings. The implication of these communities is an eclectic and diverse learning environment that benefits from the collective knowledge and the broadest range of students, from a variety of organizations and professions from lawyers, to nurses, to government officials, to ministers, to social workers, to health educators, to community activists, to academics, to public policy advocates, to public health executives, to business professionals, to biologists, and etc. All of which with the sole purpose to engage in a collaborative learning community where learning happens from student peer to student peer and professor to student. Technology is often the driving force behind knowledge transfer, knowledge creation, change, progress, and innovation (Lipnack & Stampts, 1997). Consider how the internet and e-mail allow people with various backgrounds separated by geographical distances to collaborate, network, and even complete executive and academic education (Junco & Mastrodicasa, 2007). "Online education is nevertheless becoming more widespread. In 2007, more than 3.9 million students took at least one online course, a 12 percent increase from the previous year. That's according to the Sloan Consortium, an online education advocacy group" (Choi, 2009).

For this study, the researcher uses Rumah Belajar as a website of e-learning. This website is almost the same with Moodle, but the Minister has made this website of Religion as media e-learning in this Pandemic. Many features facilitated teachers to store their materials for the students. The students can still download the material and also have a discussion as appropriate activity in the class. Rumah Belajar provides a different feature from another website, which is

CBT (Computer Based Test). Because Madrasah Aliyah used CBT as their test, the Minister facilitated the website with this feature to still hold the CBT in this Pandemic. Rumah Belajar is a good website for students in Madrasah because the Minister made the feature suitable for the school activity in Madrasah.

2.2.4 The Advantages of E-Learning in Teaching and Learning

Though the benefits of E-learning have become apparent in different phases of our modern life, particularly in higher education, the debate over its advantages and disadvantages between proponents and exponents still has not been resolved (Kamal & Eid, 2004). The benefits of E-learning are undeniable, and several studies have been done on the topic, and many other papers have been written on its various aspects. Carl (in Kamal & Eid, 2004) has given a detailed list of the positive aspects of E-learning. Some of these aspects are that e-courses can be monitored more quickly than the traditional classrooms. He further states that online learners can use electronic mail to establish communication with faculty members. He reiterates that E-learning may result in cost savings. Datuk and Ali (2008) and Hassan and Al-Rify (n.d.) mention some benefits of E-learning like flexibility, accessibility, and convenience that can enable learners to access material at any place and study at their own pace and place. They think that E-learning content is inexpensive to access. E-learning promotes collaborative learning and therefore, it results in more engaging and enriching experiences of learning. Hjeltnes and et al.(2004) list several advantages of E-learning: cost-efficiency and cost-effectiveness, long life education and easiness of learning, teacher and student time saving, greater flexibility, fewer geographical barriers,

and better administration. In a study by González (2010) he indicates that four qualitatively different ways of conceiving of E-learning were discovered: (a) to provide information to students; (b) to provide for occasional communication among unit participants; (c) to engage students in online discussions; and (d) to support knowledge-building tasks. Some educational experts observed that online courses were more interactive than traditional ones (Mangan, 2001; Rosenbaum, 2001). The reason offered by these researchers was that online education made it easier for slow learners, who may need more response time to participate (Smith, 2001). Westberry (2009) indicates that E-learning's benefits include supporting higher levels of student cognition, fostering learner reflection and information processing, and leveling the playing field between participants. The following are some of the reasons why many universities worldwide use E-learning: First, online technologies offer a consumer-centric approach to delivery that gives students greater control over the learning experience. Second, digital learning and online technologies can create highly simulative and rich interactive experiences for students. Third, online dissemination can broaden and can increase student audiences. Moreover, this mode is seen as one viable way to meet a changing and complex world (McCombs & Vakili, 2005; George-Palilonis, and Filak, 2009). Hartnett, George, and Dron (2011) believe that online learning has a number of potential benefits, not least of which is the ability to overcome the temporal and spatial restrictions of traditional educational settings. Freedom from constraint may also be seen as a defining feature of distance learning, for example, freedom of content, space, medium, access, and relationship development. In the Arab world, literature is abounding with ideas advocating the advantages of E-learning.

Mirza (2007) lists a number of advantages that are particularly relevant to those interested in E-learning in a country like Saudi Arabia. The paper stresses those advantages for those seeking higher education. For such people, E-learning is suitable as they do not have to make great sacrifices to their natural way of earning a living and should not have to disrupt their social and family obligations significantly.

2.2.5 Virtual Teaching

The literal sense of the word "virtual" is "the possible" taken from the phrase "virtualis" in Latin. The possibilities are affected by situations and conditions. This simulated method is not the actual process (Podhajecka, 2018) or actual process; alternatively, it arises in the place of an existing mechanism with comparable dynamics and expectations.

UNESCO (United Nations Educational, Science, and Cultural Organizations) recommended that educational institutions implement social distance-based virtual teaching (Bansal, 2020) because of COVID-19. It is close to face-to-face or standard teaching. Online or virtual teaching is a method of online teaching in which there is a physical presence of teachers and students is not mandatory. At the time of the teaching process, they are located in various locations (Sanford, 2020).

There are several technological and methodological issues with the exchange and management of knowledge in the online educational environment. Communication, knowledge exchange, and management or administration are the primary functions of the virtual education process. Technologies, computer

software, and other IT outlets have used the interactive learning system to monitor the education environment, participants, and contact credibility (Gadre, Cudney, & Corns, 2011).

All participants log in simultaneously online in the virtual teaching process, and the single teacher or instructor provides the teaching material in the form of the lecture. Both stakeholders in this phase are interested in the process of data, conversation, an operation to address questions, etc. All of this is called group-based collaborative learning. All the participants work here as a practice group, popular information exchange and discussion questions are shared (Mezirow, 2000; Salmon, 2004; Schön, 1987; Wenger, 2000; In 1999). There are also pros and cons of simulated learning. The benefits of this process are :

1. Cost savings in time, money, and travel terms.
2. Exempt from any constraints on time and place. At any time and in any location, the class can be taken.
3. The lectures primarily consist of pre-recorded videos that can be stopped, reversed, forwarded, downloaded, and watch as someone needs, as many times.
4. It is possible to hold virtual discussions quickly.
5. Technical exposure.
6. No discrimination in relation to race, gender, community, nationality, faith, etc.
7. Ensures active and unbiased learning.
8. There can be disadvantages to simulated learning.
9. Improper evaluation of students.
10. Bad surveillance.

11. Lack of contact between teacher and student, student to student.
12. It is not necessary to undertake such social events.
13. Owing to weak web links and execution, learning is still at stake.
14. No alternative training approaches.
15. Not all learners are able to consider online learning.
16. Lack of access to online facilities for all students, especially in remote areas.
17. Disciplinary problems. •
18. This increases social isolation.
19. The emphasis is on theory and not on reality.
20. Less questioning in response to operations.

2.2.6 Impact Of Covid-19 On Education/Teaching

The world has been changing persistently and making improvement nearly in each segment in any case of the momentum of its advance. This process is called evolution. Various variables bring almost advancement as natural, topographical, devout, wars and Pandemics, etc. The base of each advance is education and information, which we not as it was learned but also shared with others. In other words, education may be an educating and learning workout. There is a contrast between a conventional and a regulated sort of education. This sort of education includes educator, institution, and learner or understudy majorly. The customary strategy of instructing is called confront to confront or conventional. Here there is a classroom, an educator, and understudies. The teacher teaches the students to face-to-face in their genuine nearness with the

education fabric given by the institution's organization. As said over, Pandemics are essential variables of advancement.

Black Death (1346-1353), Spanish Flu (1918-1920), and Swine Flu (2009-2010) are the primary pandemics. The age of the Covid-19 Pandemic has influenced society so much that the world has had to change its way of life, government, business, education, etc. Of all the pandemics, it is the most common and has encircled almost the entire world, and still, with its strength, it prevails. Nearly every sector of life has been impacted by COVID-19; even the area of education was not spared. There was a typical way of educating the students before this Pandemic, face-to-face educating. Students used them to go to their respective education institutions, such as schools, colleges, universities, etc. They were physically present together with their instructor in the classroom and were taught with active participation.

COVID-19 began to spread, and the WHO (World Health Organization) recommended that 'social distancing' be ensured as the primary precautionary measure along with other steps such as wearing the mask, etc. Nearly every organization followed the precaution of social distancing. Nearly all countries went on lockout and avoided their companies (Gandolfi, 2020). A majority of them supported their workforce's virtual presence, the WHO took the children very seriously and recommended that governments shut down their educational institutions. UNESCO (United Nations Educational, Science, and Cultural Organization) proposed interactive learning systems to solve the problem in a timely manner and to use various educational applications and locations so that teachers can offer their lectures remotely to their respective students (Bansal,

2020). Then the government appreciated the idea and technique of virtual or online teaching, finding the continuity of education very seriously. The teachers and students are not physically present in the same class in virtual teaching; instead, they remain separate from different places and communicate through various IT (Information Technology) applications. In these particular times, the idea of virtual teaching is very realistic. In addition, as reported by numerous health organizations across the globe, there seems to be no end to this Pandemic soon. Almost every stakeholder, teachers, students, and their families, were affected by the school's closure (Bao, Qu, Zhang, & Hogan, 2020).

Further, as a teacher and student interaction, there are various problems of virtual teaching and vice versa, student to student interaction, lack of classroom setting, technical issues, unavailability of IT equipment to any student, proper and effective virtual teaching and learning training for teachers and students, classroom monitoring the lake, inappropriate answering questioning, etc. Because of these major shortcomings, the closing of educational facilities, and the shortage of face-to-face instruction, students' learning results have a detrimental effect (Lindzon, 2020). Most students do not continue their learning experiences outside of school because they need an atmosphere in the classroom; only a few students do. Schools are not simply buildings for teaching and learning classes but rather social interaction centers. They learn about human activities equally by engaging with each other and their work in the course (Bansal, 2020; Mustafa).

2.2.7 Behaviorism Theory

Behaviorism differs from other theories in several ways. This may be seen in the classroom on a daily basis. On the behaviorism theory, there are various assumptions or points of view (Leahey, 2000). Learning, according to behaviorism theory, is changing students' behavior from being able to produce an oral or written product, and the task of the teacher is to control the stimulus and the learning environment in order to change the desired destination approaching, gift givers and teachers of students who have shown significant changes, and punishment given to students who have not. "Results that can be measured, seen, evaluated, and tested objectively," according to behaviorism learning theory. Repetition and training are employed in order for the desired behavior to become ingrained. The creation of a desired behavior is the intended outcome of applying behaviorism theory. Positive reinforcement is given to desired conduct, whereas negative reinforcement is given to less fit behavior.

Behaviorism Learning Theory is a learning theory that stresses human behavior as a product of stimulus-response interaction. Gage and Berliner proposed a hypothesis called behaviorism theory. This theory later evolved into the behaviorism flow of learning psychology, which influenced the development of education and learning theory. Learning appears to have influenced this focus on the establishment of flow behavior. The seated person as an individual passive learner, according to behaviorism theory with the stimulus-response connection paradigm (Alissa, 2003). Training methods or habituation alone were used to examine certain behavioral responses. When provided reward, the emergence of behaviors is stronger, and when sentenced, the emergence of behaviors is weaker. If a person can demonstrate changes in behavior, he is said to have learned something.

The teacher's stimulus is everything he or she gives the student, whereas the student's response is in the form of student reactions or responses to the stimulus. Processes that take place between the stimulus and the response cannot be observed or assessed (Sarah, 2006). It is possible to see the stimulus and response. As a result, it is something that the teacher gives (stimulus) and something that the students take (reaction) that should be monitored and measured (Fauziati, 2016). It focuses on measurement theory, as measurement is crucial in determining whether or not changes in behavior have occurred.

Human behavior, according to behavioral theory, is the outcome of learning, and it can be manipulated and created by altering and establishing learning conditions. The behaviorism hypothesis places a major emphasis on observable behavior or behavior. Theories about the nature of molecular clumps, based on observations of the lives of individuals made up of molecules. This theory is mechanistic, emphasizing the role of the environment, concerned with the formation of a reaction or response, concerned with the importance of exercise, concerned with the mechanism of learning outcomes, concerned with the role of ability and learning results obtained, and concerned with the emergence of the desired behavior.